DOCUMENT RESUME

ED 141 311 SP 011 162

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TITLE Toward Challenging Peaks: Education Personnel for Alternative Futures.
PUB DATE Feb 77
NOTE 27p.; Paper presented at Annual Meeting of Association of Teacher Educators (Atlanta, Georgia, February 2-5, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Citizenship Responsibility; *Educational Alternatives; Educational Change; *Educational Trends; *Futures (of Society); Humanism; Human Relations; Leisure Time; Self Actualization; *Social Change; Social Values; Student Motivation; *Teacher Role

ABSTRACT

Predictions of possible future changes in society are made in this paper, and the role of the teacher in the future is discussed. Several broad topics are introduced and their implications for the teacher examined: (1) Social values will change with mass media a leveling agent -- how can teachers help individuals to attain personally meaningful values? (2) There will be an increasing tendency toward hedonism -- what can be done to create attitudes and skills supportive of constructive leisure? (3) With governments able to provide more physical security in the areas of shelter and food, what kind of positive motivation can be developed to create a better quality of life? (4) Bureaucracies will grow larger and perhaps less sensitive to individual needs -- how can citizenship education be developed to the point that there is clear understanding of democracy and the rights of all citizens? The paper concludes with a discussion of how the teacher can anticipate possible trends of the future and be prepared to maintain a perspective that will balance an understanding of the past with the demands of a changing society. (JD)

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TOWARD CHALLENGING PEAKS:

EDUCATION PERSONNEL FOR ALTERNATIVE FUTURES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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By

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Teachers must be among the guides to the future, co-inventors with colleagues and citizens. They must be courageous, inventive, eager people striving upward to new achievements. Years ago Sir Edmund Hillary captured the minds of people around the world through his successful struggle to reach the top of Mount Everest. Why ? His response, "I just don't like being bored. I have a strong urge to make things happen--not just wait for them to happen." [1]

Hillary notes that the conquest of fear is rewarding. In mountain climbing and in facing other challenges, fear is normal. Overcoming it is a good experience: "It's a challenge, and overcoming it can make you more alive." [1] This is a clue about the kinds of education personnel needed in the future, even more than today. People who are stretching their minds and muscles, experiencing the exhilaration of climbing to peak experiences are the kinds of people who can excite the young about their futures.

The search for peak experiences can bring people together, and bring out the best within them. Just before climbing to the top of Mount Everest, the Sherpa guides sang a song of fellowship forged by hardship and suffering, by the satisfaction of overcoming and of achieving:

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Presented during Annual Meeting of Association of Teacher Educators, February 3, 1977.

Oh my brothers,
I can see the reflection
Of the white Himalayas,
On the night of the full moon
As we sit on this mountain pass.
How can we ever forget
The song we sing tonight?
How to forget, my brothers, How to forget?[2]

Contrast that spirit with the whinning, complaining person who finds all sorts of reasons for failing in the present and who lacks confidence in the future. The point is made humorously in a "Peanuts" comic strip:

Sally is disgusted with a "C" grade she's receiving in art class. The project was wire sculpturing. She asks indignantly about others who should share the blame: the teacher who taught the technique, the parents who selected the dry cleaning place where the hangars came from, the dry cleaning establishment which originally bought the hangars, the manufacturer of the hangars, and so forth.

Sally probably could have found other justifications for her mediocre performance. All of us often use rationalization rather than reasoning to explain our predicaments! We blame others. We call this technique "passing

the buck," and we can always find someone to blame--or share the blame--for today's world. That world, after all, was yesterday's future. We often don't like it. We wish that the world would slow down, to make it more manageable for us to adjust to. We don't like what Alvin Toffler has termed "future shock".

No matter how we react to change, or blame others for it, it's with us. The rate and extent of change accelerate all the time. One high school speaker highlighted the magnitude of change when he noted some of the kinds of changes experienced by the class he was addressing:

- At the age of four, when the graduate was in nursery school, there was the erection of the Berlin Wall and its subsequent Big Four crisis, and the threat of world war.
- At age five, when the graduate was in kindergarten, there was the Cuban missile crisis, a fearsome confrontation between the USA and USSR, and potentiality for holocoust.
- At age eight, the world's first orbiting persons.
- At age nine, 570,000 U.S. troops in Viet Name, and the growing division of the nation.
- At age eleven, the first moon landing.
- The objectives set by President Kennedy only a decade earlier became a triumph of science and technology, as well as national will.
- At age fourteen, President Nixon's cold-war-thawing trips to mainland China and Soviet Union.
- At age sixteen, the world's first oil embargo, the resignation of President Nixon--two events which shook Americans accustomed to thinking of themselves as politically stable and economically self-sufficient!

- At age seventeen, conviction of Watergate defendants; collapse of U.S.-supported governments in Viet Nam, Laos, and Cambodia.
- At age eighteen, threatened default of New York City; independence of Angola and Mozambique--virtually the last of European colonies in the world.

Change is occurring all the time, and adults tend to resist it. Margaret Mead long ago noted the generation gap separating the young from the old--a two generation differential. What would she say now? Adults, including those working in the schools, tend to have mindsets developed in simpler times.

Grandma Moses, starting her painting when she was older than most of use, depicted "the good old days" in stark simplicity. You could see the whole community in her paintings of American village life. Community life was bound together by homogeneous values; behavior was controlled by the total community which practiced values for all ages and situations. Work was understandable and essential for individual and societal well being. Transportation was limited, as was communication, hence people knew where home was and were kept close to its controlling discipline and supportive caring. Change was gradual, obvious, and understandable.

Even in contemporary America, with its vaunted rate of change, that has been commonly called progress, the changes have been slow in bursting on the visible screen of the nation's living stage. A promotional flyer for a book on the future demonstrates the point well:

> In the past, the public seldom heard about technological advances until they suddenly burst upon society in full bloom. For example, the idea for frozen foods originated in 1908, but the foods themselves weren't introduced to the public until 1923, fifteen years. Television, conceived in 1884, didn't hit our living rooms until 1947, more than a half century later. Instant coffee originated in 1934 and made the supermarket shelf in 1956. Photography, conceived in 1782, wasn't realized until 1838. [3]

MORE CHANGE FASTER, WITH GREATER IMPACT

It is not necessary to elaborate on a host of changes which have been predicted for the future within our lifetimes. To assure that we have an adequate grasp of the magnitude of the new world which faces us, soon, let me cite a few of the changes which will immeasurably change the role of the classroom teacher: More and more changes will occur at faster rates than we experienced in the past--

- Nuclear-powered artificial hearts expand slightly (adult education to experiences tremendous growth as people live longer)
- High protein, low-cost food made from peanuts,...and other sources (less starvation and more children to educate unless population adopted around world)

- Portable telephones and dial-a-computer (student access to huge data banks, with dramatically different roles for educators)
- Disposable books and microfiche (permitting students to have access to huge store of knowledge; eliminating need for teachers to dispense information)
- Streamlined subways, from New York City to Los Angeles--2500 miles--in 21 minutes (possibility of getting students into different experiences, rather than reading about them or seeing them on TV)
- Tests to measure intelligence by eye responses (an additional means of diagnosing human potentiality and prescribing learning)[4]

Large books of predictions on the future are available. I have lifted only one small set of predictions to dramatize how different the very near future will be! Sharing some predictions does not mean that I believe all of them. Nor do I have a time line for their exact fulfillment. I am sure that massive, rapid changes are inevitable. I want educators to be among the most knowledgeable about them!

A CONCISE SCENARIO OF THE FUTURE

Predictions about the world of the future are unending. Many of them are exotic, largely unrelated to the world of education. Some are downright frightening, like the one that within nine short years 35 countries will be able to make atomic bombs--that the madness of some leader may result in their use.[5]

For educators, there are broad grouping of likely events which can be converted into implications for teaching and learning. I want to examine a few of the broad topics and raise questions about some of their meanings. Hopefully, this process will suggest how education futurism relates to the total curriculum.

1. Pragmatic and changing values. Societal values will be created by shifting power blocks, and those that are used will be negotiated on the basis of shifting circumstances. The mass media will be used to create and maintain some degree of public acceptance of the negotiated values. The media will also act as a hynotic agent, dulling concern and opposition. There may well be a Roman bread and circus approach to keep the people reasonably contented with their mindlessness and social uselessness.

The negative aspects of these kinds of predictions are not inevitable. Educators must raise and answer vigorously questions such as: (a) How can education help individuals attain personally meaningful values, without indoctrination? (b) How can learning contribute to effective operation of reasonably autonomous individuals within the different power groups of which they are a part? (c) How can education help people to maintain individuality at all, as they are bombarded by the media and pressured by powerful groups? The answers to these and other important questions will in large measure determine the future of American society. Values clarification will become

increasingly important in the schools!

2. Increasing tendency toward hedonism. Relatively freed from fear and deprivation, there will be a tendancy toward a somewhat energetic search for pleasure. The sports equipment business already is in the top ten range! Some will "sell their souls" for new thrills and cater to satisfaction of whims. Drugs will be used increasingly. Excessive rewards in salaries and recognition will go to those who dispense thrills and satisfactions.

   Questions should be raised now about the inevitability of such predictions. Successfully addressing them, educators can help to move the society into constructive channels: (a) What can be done to create attitudes and skills supportive of constructive leisure? (b) What can be done to build and maintain strong moral, mental, and physical fiber--the kind that create a strong rather than a self-indulgent society?

3. Relative absence of fear as a motivation in human behavior. In the United Stated and in the so-called developed nations of the world fear will be minimized as a motivating force. People will be guaranteed at least minimal food, shelter, clothing, and medical care. Fear will be almost lost as

as a historic motive for working, saving, and growing in competence and skills. Certainly this is progress for civilized peoples, but the point is that without fear as motivator our society will be different, and steps must be taken to find socially productive alternatives to fear and its correlary, the threat of punishment.

Important questions arise on how in the future to avoid excesses such as those which accompanied past fears and punishment for nonproductivity-- two prime movers of men and women in the long history of American religious and secular life! Questions include: (a) What kind of positive motivation can be developed in all citizens-- the kind which would lead to what Abraham Maslow calls self-actualization? (b) What can be done to create attitudes and skills suitable for constructive leisure, recreation, the arts, and community services? (c) What can be done to improve the overall quality of life, in tandem with quantitative increases?

4. Difficulties for political democracies. The number of political democracies will be further decreased around the world. The United States will feel increasingly impotent. Domestically, elitist power brokers will make decisions, based on their monopoly of information, resources, and

technical skills. Those with strong work ethic will be especially advantaged in manipulating power. They will not be lulled into searches for pleasure and ease. The majority of the people will be unable to grasp the complexities of issues facing the society, and they will grow increasingly indifferent to decision making as long as their basic needs are satisfied. Unions of public service employees, with a stake in bureaucratic delivery systems, will become even more powerful and numerous. Rewards and power will be manipulated in favor of those in power and their friends and relatives, causing considerable brittleness of the American democracy. (There will be a residual commitment to upward mobility, successful means of maintaining domestic tranquility.)

Critical questions face us today if we are to prevent dire predictions from materializing: (a) How can citizenship education and experiences be developed to the point that there is clear understanding of democracy for all its people and commitment to its principles? (b) How can the young and adults be taught successful intervention within organizations to keep them responsive to the most people? (c) How can the media and all human experienes be directed to helping the people to understand the complexities of decision making and the desire to do something about them through democratic means?

Several predictions have been made rapidly--and in somewhat limited detail. Even a cursory examination of likely future directions leads to my basic claim: We should be preparing to active guides, a role which requires that we become futurists. We should be alert to the kinds of forecasts noted, and additional broad ones such as:

1. That multiculturalism will be the predominant pattern, as vestiges of our old melting pot theory are removed.
2. That population will continue to outstrip sensible limits, although completely effective birth control processes are available.
3. That artificial organs, medication, nutrition, and preventitive medicine will steadily increase the age limits of life and increase the percentage of people who are old.
4. That transportation and communications capabilities will pretty much destroy contemporary concepts of community, lifestyles, political organization, and so forth and open up many opportunities for education, culture, and brotherhood.
5. That many advances in energy generation and utilization will free people from most hard work--and indeed do most of it.
6. That explorations of space and the oceans will create opportunities for people and also set into motion many problems with environmental quality.

The current rate of change is fast and pronounced. Education personnel should be among those looking forward to the future. They should be among society's shapers of that future, actors as well as reactors. Too often educators have overstressed their conserving role, and underplayed their responsibility in leading the nation to its new frontiers. They should be among the leaders who can help peoples who are less confident, that is, those who move toward the future with weak resignation, in fear, and with retrospection of the so-called "good old days."

Particularly important is the educator's role in helping the young anticipate the future, for that's where their lives will be spent! Educators can serve as a valuable bridge between past, present, and future--if they have balanced views about all three time frames. They can pass on meaningful aspects of the past and present; in effect, chart the way to help all enter unknown and sometimes troubled waters. Educators should not be revolutionaires; they ought to be steadfast, yet dynamic evolutionaries who keep the society vital, changing, and strong!

Education personnel with such balance can help the nation prepare for changes which are supportive of the emerging American promise, redirect those probable changes which are not totally desirable, and block emerging change which are contradictory to what the nation wants to become. Education personnel should be the people who know what the changes are likely to be, have the skills in moving sensibly toward the future, and have a vision of what that future can and should be.

To function in these diverse ways, educators need a monitoring system as the future comes toward us, one day at a time. Essential information for leadership for the future includes:

- Broad changes in the total society likely or highly probable;
- Specific kinds of changes likely or highly probable;
- Education implications for nursery-elementary-secondary students;
- Implications for pre- and in-service education personnel development;
- Implications for space, equipment, materials, and methodology; and
- How education fits into the total changing societal-world picture.

The person monitoring the future as it unfolds is likely to be conservative, for he or she does not want others to smile knowingly about the "ivory tower" world of education. Prophecies tend to be dismissed and prophets rejected. Jules Verne was a writer who was prophetic, decades ahead of his times.. He painted vivid pictures of underwater and space machines. He saw far beyond his times. Today others are able to paint different scenarios of the near and far distant future as seen through the eyes of science as well as science fiction, and in many other ways of "knowing." Too many timid persons are attracted to teaching; too many others become timid and uncertain as they teach.

Understandably, some will be overly concerned with the accuracy of the predictions made about the future--and to lose sight of the general thought patterns being shared. Even if only a few of futuristic predictions materialize,

even at an incomplete level, education will have to change greatly. Different kinds of education positions and people will be needed. There will be a need for risk takers and innovators, more proactive persons and fewer reactive ones. The society will have to learn to take some risks and to reward education personnel who are wishing to move into new frontiers. Our nation's history has been made by such people. There will be mindboggling necessity of preparing pre-service personnel for dynamic roles; even more mindboggling is the necessary retraining of millions of in-service personnel several times during their professional careers. The adult learning guide of the future will have to be more of learner than those he guides!

Some of today's conditions should create openness to some proposed increases in educators' roles. There is, after all, a surplus of teachers. This has created great uncertainty at both the elementary, secondary, and collegiate levels. Futuristic predictions are that there will be more adult education, more training people for parenting, more nurseries for the young, more utilization of varied sites for learning, and more effective service to the handicapped. The futuristic predictions call for education personnel preparing to serve women and minorities more effectively, to prepare for collective bargaining with diverse community groups to assure adequate resources for education. There are some very positive aspects of the future. There are great challenges. Educators should be challenged and stimulated to stretch their minds and increase their competence to assure that the future is made from the alternatives now open to us. How can educators be anything other than futurists?

BROAD RESPONSIVE ROLES FOR EDUCATORS

The exact roles of education personnel are not clear in crystal balls. Hopefully, the profession of teaching will be on stronger research and theoretical underpinings than it is now. Nevertheless, certain predictions can be made about the kind of education personnel required for effective functioning in the future to a greater extent than now. Even if you reject many or most of the possible futures facing our society, the following thoughts seem to be valid. Teachers should be prepared for several kinds of roles:

1. Values clarifiers and developers. Individuals in a complex, changing world require internally stable values. Individuals exposed to subtle and open manipulation through media and group interaction need an internal gyroscope in order to maintain uniqueness, dignity, and worth. Children and youth need help in clarifying personally meaningful values to guide them now, and they need to learn the processes of values clarification on a continuing basis. The role will be an increasingly important one in the future.
2. Learning diagnosticians and prescription specialists. As the nature of knowledge changes--essentially changing in nature and quantity--teachers can no longer maintain the role of knowledge dispenser, for there will be too much and it will be too transitory. They will become

more diagnostician and prescription specialists helping students to learn the processes of learning, the sources for learning ideas and information, and learning problems to be corrected. Freed of the drudgery of dispensing facts, educational personnel will be able to individualize their relationships and help students to develop attitudes, motivations, and competences which will help them be learners for a lifetime.

3. Resource finders. With instruction widely individualized, education personnel will be specialists in helping learners find the appropriate ideas and information which both they and the society find essential at a given time. The challenge will be in selecting the best sources for each individual, for the whole world will be at learners' fingertips, including whole data bases such as the Library of Congress. Freed of the concept that learning takes place in school buildings, personnel will help learners range throughout community and beyond to find resources to which students can go for varying time periods. Spatially dispersed materials, equipment, people, places and things will be resources for schooling. Computerized records can help education personnel to monitor learning progress and problems, to assure that a comprehensive learning plan is developed and carried out.

4. Interdisciplinary learning specialists. Conscious that all the learned disciplines contribute to growth, education personnel will be specialists in aiding learners to master the ways of knowing of the different academic specialities and of using the resources of those specialists. Clearly education personnel will have to be among the most educated persons; they will be specialists in helping learners to use the vast store of knowledge and ideas available; they will help all to synthesize the varied disciplines.

5. Community learning facilitators. Education personnel will not only know educative resources within the community, but they will also be teachers of adults as well as children and youth. When they help the total community continue lifelong learnings, they will create an atmosphere which is supportive of motivation to learning achievement among the children and youth. Ultimately some of the artificial barriers between young and old will be lowered, as both become involved in the excitement of living and learning. Change will be so rapid and extensive that children, youth, and adults will necessarily be learners for a lifetime! The concept of community education should rapidly replace present "schooling."

6. Human relations developers. Transportation and communications capabilities will bring people so close together that they will have to master ticklish human relations skills. Importantly, they will learn to appreciate diversity and to benefit from cultural differences. The world's cultures will infuse the total curriculum, and will increase awareness of each learners's unique subculture. Exposed to others' cultural values, learners will be helped to understand and appreciate their own. The continued development of urban sprawl, with masses of people stretching for hundreds of miles, makes relations competence essential for students and education personnel alike!

7. Career and leisure counselors. More and more work will be done by machine, and controlled by computers. Fewer and fewer people will have long hours of work. Teachers, therefore, will have an important responsibility of helping the young to become wise users of time, for constructive recreation, culture, community activities, and intellectual growth. Properly used, time will be available to create a nation of unbelievable richness. Teachers will be among those striving to create something comparable to the golden age of Athens. Leisure is an indispensable element in such an age; teachers will try to assure that its potentialities are realized. Career counseling will be complex and significant as work conditions change, as jobs emerge, and as attitudes

fluctuate. Future workers should be helped to anticipate their roles under changing conditions--and new kinds of jobs and roles. Additionally, they should learn attitudes, facts, and competences which could help them work within agencies and companies to improve the working environmental quality, the quality of products and services, and the quality of human relations among peers. High quality living will be as important an objective as making a living.

8. Profession builders and leaders. The complexity of the teaching and learning processes will stimulate continuing efforts to create an art and science of teaching, far beyond what we have now. The profession will have to be competent and productive if the community is to accept its leadership. Professionals will have to learn to be responsive to the society and responsible to it. The school guide of learning will become more valued as more and more persons are involved in different kinds of learning activities--in fact most people will be students. As the society's teaching and learning specialists, educators will be valuable and valued.

9. Users of futuristic processes. Educators will be among the specialists who monitor forthcoming change and needed responses to them. The monitoring system will enable the society to prepare intelligently for change, to thwart some of them, and substitute others. Education personnel will help students to become pragmatic

and competent futurists, so that they can maintain individuality and democratic processes. Educators will be leaders in creating directions the nation will take in the future. They will be seen as conservers of the best of the past; equally important they will be inventors with other citizens of the new directions to be taken. Education personnel will help children, youth, and adults to understand democracy's unique capability to respond to change and to direct that change. Education personnel will find that one of the keys to their effectiveness will be their ability to be futurists of vision and vigor. Being futurists, educators in elementary, secondary, and collegiate settings will be protected from professional future shock.

EDUCATION'S "PRODUCTS" FOR A SUCCESSFUL FUTURE

The broad picture of future society, world, and education can be painted now. We need a forward looking society and teaching profession.

Education in the past often was bound up in past and present. Visions of what can be are equally important ingredients in the educational program. To some extent positive and realistic images of the future are self-fulfilling prophecies. Prophets have long known that a people without vision perish.[6]

The future of our society can be bright. School personnel prepared for future settings will deemed successful if their learners are:

- Creative individuals, adventuresome and adaptable to changing conditions, able to maintain their individual character, dignity, and worth and able to function within and make a contribution to the larger society--including ability and tendency to shape directions the society takes.
- Able to diagnose individual and social problems and prescribe positive action to remove or alleviate problems and to move toward positive alternatives.
- Masters of creative and productive group relationships--leading where appropriate and acting as a follower in others--in both cases in a manner which contributes to individual and social well being.
- Inclined to make contributions to group well being and sufficiently wise and competent to follow through with action; able and inclined to encompass to a reasonable degree the total human community.
- Trained in basic skills and in the ways of the varied disciplines; able to diagnose for themselves basic and broader skills needed for effective personal, social, and vocational-professional functioning; and knowledgeable about how the totality of human learning fits together to build a good life for all.

OPPORTUNITIES FOR LEADERSHIP

Concluding is not easy, for there is no neat package that wraps up the futures story. Granted the complex challenges of those alternative futures, it is easy to panic;and it is equally easy to write scenarios that are too far out about the possible positive futures. Educators must be essentially idealistic realists, neither too optimistic nor too pessimistic. The president of the World Futures Society raised some bases for optimism in an address to his group:

> The human race has an opportunity during the next 25 years to get its house in order and prepare the way for worldwide peace, prosperity, and progress. But if current trends are allowed to continue unchecked, human suffering and degradation may soon reach heights never before witnessed in history. The civilization that mankind has created during the last 5,000 years can easily be smashed by the tremendous social and technological forces now at work. Thus, the next 25 years is a period of momentous opportunity and danger.

Education personnel have always been guardians of civilization. In the future this role will be even more important. That human civility is fragile is pointed up in a true story from a previously humane tribe in East Africa. The people had been untouched by war, pollution, and over-population. Then catastrophe removed their humaneness when the government in the 1960's decided to turn the tribe's idyllic home valley into a national park--and then prohibited the tribe from hunting there. British anthropologist Colin Turnbull described scenes such as:

- Villagers shrieking with delight as a child crawled toward a burning coal and picked it up.
- Villagers locking a 12-year-old retarded girl in a hut until she died--charged with sharing food with playmates.
- Villagers approving a chief's selling of medicine rather than giving it to his dying wife.
- Villagers laughing as children beat to death an elderly man.
- And laughing as blind people fell over cliffs.

Deprived of normal social patterns and means of building self concepts, the tribe lost its traditional humaness and civility. American civilization too could lose its humaness and civility. We have potentially destabilizing forces, for example, mass movements into urban areas, large scale unemployment--up to 40 percent in some communities, periodic movement of families from place to place, and mass media which seeks to enternain on a mindless level. Turnbull concluded that the veneer of humanity is very thin.[8] There is cause for alarm in the United States, where there are many evidences of the thinness of that civilized veneer: depersonalization, alientation, indifference to human needs and problems, and even brutality.

The schools can do much to counteract decivilizing influences--visible now, potentially worse in the future. Education personnel can help communities move to a positive future image. They can help their communities sense their destiny and to move with confidence and competence toward them. Education personnel can contribute a sense of community and lead in community building.

As citizens clamor about returning to the "basics," we must help them demand forward movement to basics such as individual dignity, worth, and competence--survival itself. Together citizen and professionals must assure that skills of reading, mathematics, and other so-called basics are used for human purposes. Obviously, they are needed. Much more is required to strengthen the fabric of civilization. There is no evidence that cold, heartless nonhumans sit around amiably doing fractions and reading great literature. Of course people in the future require intellectual competence, far beyond that created by limited and limiting concepts of basics. Education personnel face almost insurmountable challenges in guiding children, youth, and adults into lifestyles and competences which are self-fulfilling and society supportive and enriching.

Preparing for future education settings is comparable to Hillary's climb! The future is somewhat like the mountain that some 40 people in all history have climbed: shrouded in mystery, demanding, challenging, rewarding. But unlike Mt. Everest, there are many alternative peaks before us. Educators are the guides up the peaks, toughened, wise, and disciplined! Like the Sherpa guides for Hillary, we can anticipate the tired but exalted feeling which comes from triumph, from peak experiences.

Let me close with a poem I've written as a personal-professional sharing of thoughts, hopes, and dreams for you and me:

"To Invent the Future"

I sat wondering about the future for me and you,
And pondered about futures for others too.
Questions arose in my heart and mind
About alternative futures for mankind:

Desirable?
Delightful?
Dazzling?

Than a crease crossed my forehead,
Caused by thoughts of what might lie ahead:

Disquieting and disconcerting,
Dismal and dreadful,
Demoralizing and devastating.

Maybe, I said, what's to be will be,
Whether acceptable or unacceptable; possible or inevitable--
Ordinary or extraordinary.
So what?
Why scurry? Why worry?
Just be?

Courage and will for the future came back:
We must move forward without slack!
Today's the past's future;
Today is tomorrow's beginning,
One step at a time,
From dreaming to daring to determining, to doing!

I will that you and I will find
In our own mind our own future.
Today's the day to rise about daily grind
To invent the future that'll nurture
Each person's body, soul, and mind!

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Footnotes

1 "PW Interview: Sir Edmund Hillary." Publishers Weekly June 9, 1975, p. 16.

2 Edmund Hillary and Desmond Doig. High in the Thin Cold Air (Garden City, N.Y.: Doubleday & Co., 1962.), p. 27

3 Stephen Rosen. Future Facts. New York: Simon & Schuster, Inc., 1976.

4 Predictions in promotional flyer for Future Facts, a publication of the Behavioral Science Book Club, 1976.

5 Lloyd Shearer, "Intelligence Report," Washington Post's Parade, November 28, 1976, p. 8.

6 Joel L. Burdin. "Teacher Education in the Future." Teacher Education. Part II. The Seventy-fourth Yearbook of the National Society for the Study of Education. (Chicago: The University of Chicago Press, 1975). p.295-304.

7 Edward Cornish. Speech presented at the World Futures Society, 1975.

8 Roger Wilkins. "A Message for Modern Man." The Washington Post, November 26, 1972. (Column based on Colin Turnbull's The Mountain People.)